

CHILD CARE

Levels: 11-12

Units of Credit: 1.0**

CIP Code: 20.0201

Prerequisite: Child Development

COURSE DESCRIPTION

CHILD CARE— CURRICULUM AND LAB (1.0 credit) This course prepares individuals for child-related careers and/or more extensive parenting skills through personal interaction with children. Instruction is given in developing positive relationships with and learning experiences for children, childcare policies and management, guidance techniques, and health and safety concerns. On-site preschool and/or child care experiences will be a major component of the course. Previous completion of the Child Development course is recommended. Student leadership (FCCLA) may be an integral part of the course. (Standards 1-9 will be covered on Skill Certification Test #323.)

** It is recommended that the Child Care course be taught as a 1.0 credit course. It may be divided into two .5 credit courses as outlined below.

CHILD CARE CURRICULUM—(.5 credit) This course prepares individuals for child-related careers and/or more extensive parenting skills. Instruction is given regarding standards involved with childcare, employment skills needed to work with young children, how to maintain a healthy environment for children, developmentally appropriate practices (DAP) and curriculum design for young children. (Student leadership (FCCLA) may be an integral part of the course. Previous completion of the Child Development course is recommended. (Standards 1, 2, 3, 4, 6, 8 will be covered on Skill Certification Test # 325.)

CHILD CARE LAB—(.5 credit) This course provides students an opportunity to work with children in a lab setting. Instruction includes: demonstrating employment skills required to work with children, maintaining a healthy environment for children, implementing developmentally appropriate practices in a lab setting, developing and implementing curriculum and developing positive relationships with children. On-site lab experiences will be a major component of the course. Student leadership (FCCLA) may be an integral part of the course. Previous completion of Child Development and the Child Care courses are prerequisites. (Standards 5, 7, 9) **(Standard #3 missing)** will be covered on Skill Certification Test # 328.)

CORE STANDARDS, OBJECTIVES, AND INDICATORS

STANDARD

20.0201-01 Students will identify the types of childcare and applicable licensure standards and laws.

OBJECTIVES

20.0201-0101 Classify the types of childcare programs for children.

National Standard 4.3.1

- Custodial, developmental, and comprehensive child care
- Types of childcare: hourly, Montessori, head start, preschool, home care, and day care centers
- Pros, cons, and flexibility associated with various types of child care

20.0201-0102 Identify current childcare licensing standards and laws.

National Standards 4.1.3, 4.6.3

- Qualifications for directors and teachers
- Teacher-to-child ratios
- Licensing laws relating to the health/safety or indoor and outdoor areas

STANDARD

20.0201-02 Students will identify the employment skills needed to work with young children.

OBJECTIVES

20.0201-0201 List the personal qualities needed for employment in child related occupations.

National Standard 1.2.1

- Characteristics of quality providers
- Positive employment characteristics

20.0201-0202 Identify effective employment communication skills.

National Standard 1.2.3

- Effective methods of working with adults and family members
- Quality communication with children, staff, parents, etc.
- Confidentiality issues

STANDARD

20.0201-03 Students will demonstrate employment skills needed to work with young children.

OBJECTIVES

20.0201-0301 Create or update a personal resume and complete a job application.

National Standard 1.2.2

20.0201-0302 Identify effective employment communication skills.

National Standard 1.2.3

- Effective methods of working with adults and family members
- Quality communication with children, staff, parents, etc.
- Confidentiality issues

STANDARD

20.0201-04 Students will identify and explain how to maintain a healthy environment for young children.

OBJECTIVES

20.0201-0401 List guidelines for maintaining a secure and healthy environment for young children.

National Standard 4.4.2

- Safety guidelines
- Health and wellness
- Immunization
- Sanitation and food safety

20.0201-0402 Identify common childhood emergencies.

National Standard 4.4.7

- Basic first-aid techniques
- Emergency procedures

20.0201-0403 Describe the factors to consider in meeting the nutritional needs of young children.

National Standard 4.4.4

- Food Guide Pyramid
- Snacks and meals

20.0201-0404 Describe the procedures for identification and reporting of child abuse and neglect.

National Standard 4.4.5

- Types of abuse
- Identification responsibility and documentation

• Reporting procedures

STANDARD
20.0201-05 Students will demonstrate and maintain a healthy environment for young children.

OBJECTIVES

20.0201-0501 Practice and apply guidelines for maintaining a healthy and safe environment and practice appropriate sanitation techniques.

National Standard 4.4.2

- Safety guidelines
- Health and wellness
- Follows established lab sanitation practices

20.0201-0502 Practice and apply appropriate first-aid techniques.

National Standard 4.4.7

- Basic first-aid techniques
- Emergency procedures

20.0201-0503 Implement the age-appropriate nutritional guidelines.

National Standard 4.4.4

- Food Guide Pyramid
- Snacks and meals

STANDARD
20.0201-06 Students will identify and explain Developmentally Appropriate Practices (DAP).

OBJECTIVES

20.0201-0601 Identify the role of the teacher in planning developmentally appropriate activities for young children.

National Standards 4.2.2, 4.3.3, 4.3.4, 4.3.6

- How children learn
- Effective transitions
- Responsibilities and roles of lead and support teachers
- DAP materials and activities for specific ages
- Problem-solving techniques
- Plan creative activities for children
- Positive questioning techniques

20.0201-0602 Identify positive guidance techniques for infants, toddlers, and preschoolers.

National Standard 4.5.1

- Common reasons for misbehavior
- Positive guidance: natural and logical consequences of behavior, positive statements, redirection, reverse attention, limited choices, time out
- Appropriate behavior management techniques

20.0201-0603 Incorporate observation techniques and guidelines while studying children and developing strategies to meet those needs.

National Standard 4.2.2

- Purpose/function
- Objective statements versus personal interpretations
- Implementation of appropriate changes

STANDARD

20.0201-07 Students will implement Developmentally Appropriate Practices (DAP).

OBJECTIVES

20.0201-0701 Implement the role of the teacher in planning and presenting developmentally appropriate activities for young children.

National Standards 1.3.2, 4.3.3, 4.3.4, 4.3.6

- Effective transition
- Roles of lead and support teacher
- DAP materials and activities for specific ages
- Problem-solving techniques
- Plan creative activities for children
- Positive questioning techniques

20.0201-0702 Implement developmentally appropriate guidance practices.

National Standards 4.5.2, 4.5.3

- Common reasons for misbehavior
- Positive guidance: natural and logical consequences of behavior, positive statements, redirection, reverse attention, limited choices, time out
- Evaluate problem behavior and demonstrate appropriate management solutions
- Demonstrate the ability to maintain positive control in a large group setting
- Demonstrate the ability to maintain positive control in a small group setting

20.0201-0703 Complete observations of children.

National Standard 4.2.2

- Purpose/function
- Objective statements versus personal interpretations
- Implementation of appropriate changes

STANDARD

20.0201-08 Students will discuss and develop age appropriate curriculum for young children.

OBJECTIVES

20.0201-0801 Identify components of curriculum planning.

National Standards 4.3.1, 4.3.6

- Program goals, themes, topics, calendaring
- Components of a lesson plan: goals, objectives/purpose, procedures, concepts, and transitions
- Lesson plans with themes, objectives, concepts, and transitions

20.0201-0802 Develop developmentally appropriate practice activities for learning experiences/activities/centers.

National Standards 4.3.2, 4.3.3

- Language activities (fingerplays, stories, etc.)
- Pre-math activities (sequencing, sorting, etc.)
- Creative arts activities
- Science activities
- Music and movement activities
- Dramatic play and freeplay
- Gross and fine motor skills
- Food

20.0201-0803 Collect and create developmentally appropriate activities and visuals.

- Collect developmentally appropriate activities
- Create appropriate teaching/learning visuals

- 20.0201-0804 Identify appropriate environmental space arrangement.
National Standard 4.3.5
- Physical characteristics in a classroom (lighting, floor coverings, wall coverings, temperatures, etc.)
 - Safety rules for indoor and outdoor play
 - List pros and cons of various space arrangements.

STANDARD

20.0201-09 Students will implement developmentally appropriate curriculum for young children.

OBJECTIVES

- 20.0201-0901 Implement developmentally appropriate lesson plans.
National Standards 4.3.2, 4.3.6
- Program goals, themes, topics, calendaring
 - Components of a lesson plan: goals, objectives/purpose, procedures, concepts, and transitions
- 20.0201-0902 Implement developmentally appropriate lesson plans, which include activities in various types of learning experiences/activities/centers.
National Standards 4.3.2, 4.3.3
- Language activities (fingerplays, stories, etc.)
 - Pre-math activities (sequencing, sorting, etc.)
 - Creative arts activities
 - Science activities
 - Music and movement activities
 - Dramatic play and freeplay
 - Gross and fine motor skills
 - Food
- 20.0201-0903 Arrange appropriate environmental space.
National Standard 4.3.5